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THE EVALUATION OF ISLAMIC EDUCATION TEACHERS' PERFORMANCE

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ABSTRACT

Teachers' performance is one of crucial topics in education and become a global problem in improving the quality of education in many countries, including the performance of Islamic Education teachers. Therefore, this research aims to evaluate Islamic Education teachers' performance at SMA (*Sekolah Menengah Atas*/Senior High School) in Gorontalo Province. The method used in this research consisted of an evaluation research with countenance stake model. The samples were 66 Islamic Education teachers taken by purposive sampling technique. Data were obtained through observation, interview, and document study. The finding of this research shows that the Islamic Education teachers' performance in learning planning is good. Teachers are able to design a good learning process, although the ability in selecting methods and strategies, selecting media and learning source and composing the assessment component in evaluating the learning should be improved. Because those three components are still in enough category. The performance of teachers in the implementation of learning is in good category, despite there are still some measured components that should be improved such as by doing elaboration activity, doing assessment process and furthermore program. Therefore, explicitly shows that Islamic Education teachers in Gorontalo Province performance should be evaluated. It aims to the professional development and the carrier improvement as a teacher.

Keywords: Countenance Stake model, Learning Activity, Strategy of Learning

ABSTRAK

Kinerja guru merupakan salah satu topik krusial dan menjadi masalah global dalam meningkatkan mutu pendidikan di berbagai negara tak terkecuali kinerja dari guru Pendidikan Agama Islam. Oleh karena itu, penelitian ini bertujuan mengevaluasi kinerja guru Pendidikan Agama Islam di SMA di Provinsi Gorontalo. Metode penelitian yang digunakan termasuk penelitian evaluasi dengan model countenance stake. Sampel penelitian berjumlah 66 guru Pendidikan Agama Islam/Islamic Education dengan teknik purposive sampling. Data diperoleh melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa kinerja guru Pendidikan Agama Islam dalam perencanaan pembelajaran sudah baik. Mereka sudah mampu mendesain pembelajaran, meskipun kemampuan dalam memilih metode dan strategi pembelajaran, kemampuan dalam memilih media dan sumber belajar dan menyusun komponen penilaian dalam mengevaluasi pembelajaran masih perlu ditingkatkan. Karena ketiga komponen tersebut masih berada pada kategori cukup. Demikian halnya kinerja guru dalam pelaksanaan pembelajaran juga berada pada kategori baik, meskipun masih terdapat beberapa komponen yang dinilai perlu ditingkatkan diantaranya melakukan kegiatan elaborasi, melaksanakan proses penilaian dan program tindak lanjut. Oleh karena itu, secara eksplisit menunjukkan bahwa kinerja guru Pendidikan Agama Islam di provinsi Rian perlu terus untuk dievaluasi. Hal ini bertujuan untuk pengembangan profesional dan peningkatan karir sebagai guru.

Kata Kunci: Evaluasi, Kegiatan Pembelajaran, Strategi Pembelajaran

INTRODUCTION

Islamic education is often misunderstood as the education specifically in the religion aspects only. Otherwise in the reality, (based on Al-Qur'an and *Sunnah*) provides the education service which is full of knowledge in the modern sciences such as in medical science, genetics, and biology. The concept of Islam about the teaching and learning is not limited only for memorizing Al-Quran and the religious study by the Muslim thinkers (Faryadi, 2015). The purpose of the teaching of Islamic education in school is to plant the good values and develop the moral characters of the students. The Islamic education study has determined that teaching a good behaviour is an important component which improves the development of individual potency holistically, balance, and guided, consists on the aspect of knowledge, spiritual, and personal of the students. For helping the students to understand the religious values will depend on the teaching of the teachers (Asyafah, 2014). One of the factors which becomes the indicator of success in education and depends on the teaching of teachers reflected through their performances.

The quality of education and performance of students highly depends on the teachers as reflected in the implementation of their duty (Akiri, 2013). The performance of teachers is the most important and primary input of the school in the determination of the students' achievement, so the teachers are given the central role in the education (Onsomu, 2014). Teacher performance also described the competencies that teachers had and was not only needed in achieving didactic tasks based on the curriculum, but also in developing students' competencies in learning (Otaya, et.al, 2018) Many researchers in educational sociology argue that the quality of teacher is one of the main predictors of the students' achievement (Sebruck, 2015). It shows the important role of teachers in improving the quality of education which is very urgent and important to be conducted through the actualization of the good performance and it should be measured continuously. Some research have found that the performance of teachers is various in influencing the development of many kinds of behaviours and the students' achievement (Ruzek, Domina, Conley, Duncan, & Karabenick, 2015). Blazar and Kraft (2017) reveal that the theories of learning have emphasized the important roles of students in a learning process. It is relevant to the finding by Dinama et al. (2016) which found that teachers as the foundation in the implementation of an effective teaching and learning process should have the deep knowledge about the content and pedagogy and also have the adequate assessment skill.

The low teachers' performance is a global phenomenon which cannot be denied by many countries. This issue has called several parties to propose efforts to improve the performance of teachers, such as in New York to improve the teachers' performance by giving salary almost \$3.000 (Fryer, 2013). At Texas, to improve teachers performance based on incentive as much \$6.000 which is expected to give influences in the practice of teaching and learning of teachers toward the improvement of learning output of students (Springer et al., 2012). Based on the random research conducted at 34 schools in Chicago, they implement *Teacher Advancement Program* (TAP). In this program, teachers are allowed to accept allowance as much \$6,400, if they give some contributions to the achievement in increasing students' learning output and show good performances (Dee & Wyckoff, 2015). Indonesia has done some efforts to improve teachers' performance such as through certification program, in the form of profession' allowance giving for teachers who have obtained education certificate. As mentioned in Constitution of Republic of Indonesia Number 14 Year 2005 about Teacher and Lecturer, it is stated that certification is a process of the giving of education certificate for teachers and lecturers. This program is also an effort from government in realizing good quality of education by improving teachers' competency as appropriate as the standard of teacher profession accompanied by the giving of allowance in order to financially improve

teachers' prosperity which is considerably low rather than in the other countries. It is supported by the study conducted by Chang, *et al.* (2013) who states that salary of teachers in Indonesia much lower than the salary in other developing countries such as The Philippine where new teachers in there are paid about 145% of the average income. Meanwhile, in Indonesia, the salary of teachers is only paid about for 40% of the average income per capita. Moreover, according to a report from Education Efficiency Index, Indonesia is included into the group of countries whose appreciation on the performance of teachers was low. This can be seen from the average salary of non-permanent teachers which reaches only about Rp. 300.000 per month (Bhataramedia, 2017). Therefore, the process of profession allowance giving for teachers who have obtained educator certificate Indonesia is seen as an essential thing in financially improving teachers' prosperity which is in the end affects the performance of teachers.

Many researches in Indonesia have studied teachers' performance including the performance of certified teachers such as conducted by Murwati (2013) and Melati (2013). They state that there are positive effects of the allowance giving towards teachers' performance. Meanwhile, Khodijah (2013) states that there is no difference in the performance of teacher after receiving profession allowance (1) in the aspect of learning plan, learning implementation, and assessment. Wardana (2013) states that the performance of certified teachers have not showed the good performance. There are some teachers who have not good performance despite have been certified and there are some teachers who have good performance after they received profession allowance. According to Sukarana, Dantes, and Dantes (2015) there is no significant difference of teachers' performance among certified teachers and non-certified teachers. Moreover, according to Kartomo and Slameto (2016) the performance of certified teachers' performance who are in good category consist of the planning of the learning and the learning assessment, meanwhile the component of teachers' performance which are in poor category consist of the implementation of learning and self-development. Putra (2017) founds that there are still some teachers who are certified but still not optimal in doing their duty as a professional teacher, so it affects the students who have no optimal learning outputs.

From the result of the research shows that there is gap between expectation and reality of teachers' performance, despite they have obtained profession allowance but their quality is not too different with non-certified teachers. Therefore, it needs a systematic study which is able to reveal teachers' performance measured and assessed based on specifications or criteria of teachers' competency by evaluating their performance and comparing teachers' performance as what is expected to occur. The result of performance assessment for certification or license is essential to be done by a teacher including for reaching the standard or criterion approved (Mardapi, 2017). In this case, teachers who have obtained educator certificate really work professionally, including teachers in the field of Islamic Education teachers. They are formally listed in the professional teacher educator certificate and this certificate is an authority license bearing the title of professional teacher in the field of Islamic Education. Therefore, to improve the performance of Islamic Education teachers in Indonesia for the better future, many things must be evaluated especially in the term of teachers' performance. Thus, this study is necessarily seen and essential to do, including the performance of Islamic Education teachers in Gorontalo Province.

The evaluation of teachers' performance is considered as an important thing to do because with an evaluation will increase the professionalism and the quality of teachers in the learning activities. An evaluation will help teachers to understand their duty better, so teachers can do the learning process more effectively for the improvement of the students and education in general. Besides that, evaluation also can give the valuable suggestion in fulfilling

teachers' need in the development of their carrier, for example through the exercise in their assignment. An evaluation is not aimed to criticize and to find error, but to reinforce teachers in the constructive understanding to do a self-development which is becoming more professional and finally will improve the education's quality of students. It demands the behavioural changing and the awareness of teachers in assessing themselves continuously. Based on the evaluation result, it is expected to be a mainframe of policy in improving the performance of teachers. For this reason, the author focuses on the Stake evaluation model or the Stake Countenance model with a focus on evaluating the performance of Islamic education teachers in Public Senior High Schools at Gorontalo in the learning planning and the learning implementation, so the research conducted is different from previous research and fulfils the novelty element.

METHOD

This research is an evaluative research using the Stake's Countenance evaluation model approach. According to Wanto (2017) the framework for evaluating the performance of Islamic Education teachers through the Countenance-Stake model starts from collecting data on the early condition (antecedent), real condition (transaction) and result (outcome). After conducting logical, empirical analysis and considering connectivity (contingence) among the early condition, real condition and the result of data then analysed the suitability between what is stated in the purpose with what happens in real terms in the observation activities. This activity is the basis for stepping into the criterion level. The scheme of the Countenance Stake design as shown in Figure 1.

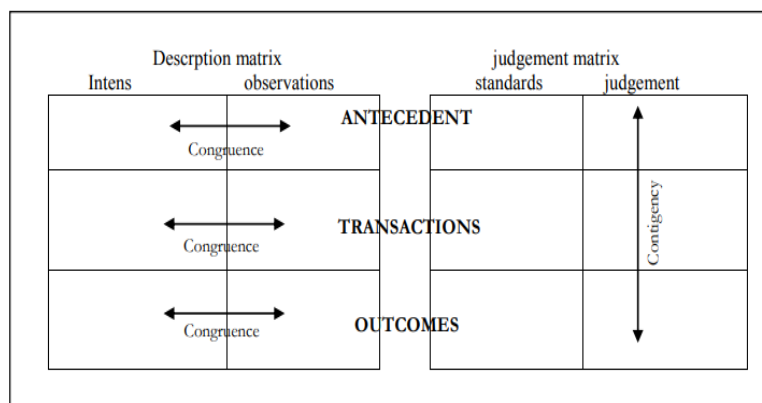


Figure 1. Model Evaluation Countenance Stake.

Based on Figure 1 above shows that the evaluation of the Countenance-Stake model besides making a description matrix and consideration matrix also looking for the contingency and congruence from the data that have been obtained. Both of these concepts are different in their use. Contingency is used to vertically analyse the data, and also looking for compatibility between evaluation component and evaluation component. There are two types of analyses regarding this suitability, they are: logical compatibility and empirical conformity. Contingency consists of logical contingency and empirical contingency. Logical contingency is the result of consideration of the interrelationships / logical compatibility among antecedent, transaction and result as the first consideration that must be taken by researchers which then provides empirical consideration based on data obtained in the field.

The subjects in this study were all Islamic Education teachers at Senior High Schools in Gorontalo Province. Based on the data in 2017, there were 94 Islamic Education teachers consisting of 66 certified teachers and 28 non-certified teachers.

The sample in this study focused on teachers of Islamic Education in High Schools who were certified which consisted of 66 teachers using purposive sampling. The sample of teacher in this study has different characteristics which is divided into male teachers and female

teachers with the detail: 45 male teachers (64%) and 21 female teachers (36%). Furthermore, most of them have service period more than 10 years (48%), service period of 5-10 years (43%) and teachers who have service period less than 5 years (9%). This shows that Islamic Education teachers who are certified in Senior High Schools are senior teachers who have a longer working period.

The type of data collected in the study consisted of primary data and secondary data. Primary data is obtained from observations to assess teachers' performance in the implementation of learning, while secondary data is obtained from the document study to assess the learning plan implementations that have been made by the teacher. Both types of data are then processed by confirming the data obtained through interviews as supporting data to complete the findings from the results of observation and study document.

Data analysis in this study was conducted in descriptive qualitative and descriptive statistics. Qualitative data were analyzed by comparing the data from three stages of the Countenance-Stake model, they were: antecedent, transaction and outcome in the description matrix with the standard in the consideration matrix, then finally were concluded. Quantitative data from the assessment of learning implementation plan and the observation of the learning implementation were analyzed descriptively and statistically using the percentage calculation (%) then converted into qualitative form to determine the actual performances of each assessed performance's component.

RESULTS AND DISCUSSION

Evaluating a teacher's performance is a process of determining the level of success of the teacher in conducting the main task of teaching using certain standards. Thus, the evaluation of the performance of Islamic education teachers in this study begins by analysing congruence on antecedent, transaction, and outcome to conduct contingency analysis. The antecedent analysis stage was assessed from the teachers' performance in planning the learning using the APKG-I instrument. Furthermore, the transaction stage is assessed from the teachers' performance in implementing, assessing and evaluating the learning using the APKG-II instrument. While the outcome is assessed from the results of the implementation of learning. The stages of the analysis process are described as follows.

Teachers' Performance in Planning the Learning

The planning stage in learning activities is the stage that relates to the teacher's ability to master teaching materials. The ability of the teacher can be seen from the way or process of preparing the learning activities conducted by the teacher that is by developing syllabus and lesson plan which are the more detailed and specific description of the syllabus, marked by the presence of components such as: 1) Lesson plan's identity; 2) Competency Standard; 3) Basic competency (KD); 4) Indicator; 5) Learning objective; 6) Learning material; 7) Learning method; 8) step of activity; 9) learning resource; 10) assessment.

For the processing of description matrix data, Stake uses two concepts, they are: contingency and congruence. Both of these concepts differ in their use. Contingency is used to analyse data vertically, looking for compatibility between evaluation component and the evaluation component below. There are two types of analysis regarding this suitability, they are: logical compatibility and empirical conformity.

The results of the recording of objective intensity and descriptive analysis of the actualization of the achievement of the performance of Islamic education teachers in Public Senior High Schools in Gorontalo in planning the learning activity is based on objective criteria of evaluation as shown in the following matrix.

Table 1. The Evaluation Result of Teachers' Performance in Planning the Learning

No	<i>Description</i>		<i>Judgement Matrix</i>	
	Intensity	Observation	Evaluation Criteria	Intensity
1	Teacher attaches the Standard Competency	There are 47 teachers or 71% who attaches the standard competency	Teacher has syllabus and lesson plan	Teacher in attaching the standard competency has an achievement actualization with good qualification
2	Teacher attaches the basic competency	There are 47 teachers or 71% who attaches the basic competency	Teacher can attach the basic competency	Teacher in attaching the basic competency has an achievement actualization with good qualification
3	Teacher formulates the learning indicator	There are 51 teachers or 77% who formulates the learning indicator	Teacher can formulate the learning indicator	Teacher in formulating the learning indicator has an achievement actualization with good qualification
4	Teacher develops the learning Objectives	There are 50 teachers or 75% who develop the learning objectives	Teacher can develop the learning objective	Teacher in developing the learning objective has an achievement actualization with good qualification
5	Teacher chooses the learning material which is appropriate with the subject material	There are 50 teachers or 75% who chooses the learning object	Teacher can choose the learning material as appropriate with the subject	Teacher in choosing the learning material which is appropriate with the subject material has an achievement actualization with good qualification
6	Teacher chooses the methods/ strategy of learning	There are 46 teachers or 69% who chooses the learning methods/strategy	Teacher can choose the method/strategy of learning	Teacher in choosing the method/strategy of learning has an achievement actualization with sufficient qualification
7	Teacher conducts the learning steps	There are 50 teachers or 75% who conduct the material steps	Teacher can conduct the learning steps	Teacher in conducting the learning steps has an achievement actualization with good qualification
8	Teacher uses the media and learning sources	There are 44 teachers or 67% who uses the media and learning source	Teacher can use the media and learning source	Teacher in using the media and learning source has an achievement actualization with sufficient qualification
9	Teacher conducts the learning evaluation	There are 44 teachers or 67% who conduct an evaluation of learning	Teacher can conduct the learning evaluation	Teacher in conducting the learning evaluation has an achievement actualization with sufficient qualification

Table 1 shows that the antecedent stage of the teacher in planning a learning process is in line in the good category. This shows that although the teacher has good ability in preparing learning plans, teacher still needs to improve the ability to choose learning methods/strategies, choose media and learning resource and also compose assessment components in evaluating a learning according to the material, because the three components are still in the sufficient category. This can be seen in the components of selecting learning methods/strategies from 66 teachers who were assessed, and it was obtained 46 people or 69% of teachers who were able to choose the learning method/strategy and the rest of 20 people or 31% who had not been able to choose the appropriate learning method/strategy. In selecting media and learning resources, there are 44 people or 67% who have used media and learning resources and the rest of 22 people or 33% who have not used media and learning resources that support the learning process in the class. Furthermore, in the learning evaluation components, there were still 22 people or 33% who had not completed their learning plans with assessment instruments that were appropriate with the material and accompanied by assessment rubrics. Those findings indicate that the performance of Islamic Education teachers although in learning planning is good, which means that Islamic Education teachers have been able to design learning but there still needs many improvements, especially in selecting appropriate learning methods/strategies, selecting media and learning resources and compile assessment components in evaluating the learning.

The result of the research is supported by the result of the interview with an Islamic education teacher at Gorontalo's Public Senior High School who explaining that before entering school in the new school year, all teachers must be prepared with all learning tools that have been made by themselves, consisting of annual programs, semester programs, effective weekend analysis, syllabus, lesson plan, and minimum passing grade criteria (KKM). Those things are the learning tools that must be prepared by the teacher before the teaching activity. The preparation of the learning device is conducted by paying attention to the education calendar, competency standard and basic competency.

The observation of the author on the written document belongs to an Islamic education teacher in the Public Senior High School at Gorontalo found that the learning device is complete and appropriate with the standard of learning tool in the curriculum, even though currently it still use KTSP curriculum. The researcher views that the Islamic education teachers in the Public Senior High Schools have implemented the development of learning indicator which is still adjusted to the needs of students by still referring to the standard of competence and basic competency that have been nationally developed by BSNP. The ability to develop learning indicators is supported by his educational background which has achieved a master's degree in one of the higher education institutions and his perseverance in participating in various teacher trainings at the regency level or province level.

The same thing was stated by one of the other Islamic education teachers at a Public Senior High School at Gorontalo, explaining that the curriculum document was guidance for teachers in arranging learning tools and conducting the learning process, because the curriculum only contained the outlines. Then the teachers' creativity is required to describe it in the form of a lesson plan. Looking carefully at the findings above, the author captures a message that how hard the responsibility of a teacher is. Teachers are required to demonstrate his professionalism in teaching, educating and must be orderly in administration. However, for teachers who do not want to bother with the preparation of learning devices, they simply can copy and paste from the teacher's lesson plan from another school by changing the name of the teacher, the name of the principal and the name of the school.

The observation of the author on learning devices belong to Islamic education teachers in the Public Senior High School at Gorontalo are sufficient to meet the expected standard of

development of learning devices because the learning indicator begins to be developed as the needs of students faced in the classroom. All teachers in schools have completed their learning devices in the form of syllabus, lesson plan, annual program, semester program, effective week analysis, and minimum passing grade criteria (KKM) after they have passed the teacher certification program. Although the learning device is complete but after further observation on the plan for implementing the learning, it was found that in the preparation of the lesson plan compiled from several basic competencies which should be according to the rules in the preparation of the lesson plans which are arranged in each basic competency and not a compilation of basic competency. Based on the result of the document study on all learning devices made by 66 teachers who were sampled using the documentation guideline, the result showed that in preparing the learning, the teacher developed an annual program, semester program analysis, semester program, syllabus, lesson plan, and daily test result analysis. The data obtained from the results of researchers' research documentation on learning planning in this study include: Annual Programs, Semester Programs, KKM Analysis, Syllabus, and Lesson Plan.

Teachers' Performance in the Implementation of Learning Activity

Learning activities in the classroom are the core of the implementation of education which is characterized by the existence of the classroom management activity, the use of media and learning resource, and the use of method and the learning strategy until the implementation of the learning assessment. All these tasks are the duties and responsibilities of the teacher which in the implementation optimally requires the teachers' ability. Furthermore, the recording result of objectivity intensity and descriptive analysis of teachers' performance achievement actualization in the implementation of the learning activity based on the evaluation objective criteria as shown in the table below:

Table 2. The Evaluation Result of Teachers' Performance in the Implementation of Learning

No	<i>Description</i>		<i>Judgement Matrix</i>	
	Intensity	Observation	Evaluation Criteria	Intensity
1	Teacher does the learning opening activity	There are 53 teachers or 80% who do the opening in the learning activity	Teacher can do the opening in the learning activity	Teacher do the opening of the learning activity which has an achievement actualization with the good qualification
2	Teacher does the elaboration activity in the main part of learning	There are 43 teachers or 65% who do the elaboration activity at the main part of learning	Teacher can do the elaboration activity in the main part of learning	Teacher do the elaboration activity in the main part of learning which has an achievement actualization with the sufficient qualification
3	Teacher does the exploration activity in the main part of learning	There are 51 teachers or 77% who do the exploration activity in the main part of the learning	Teacher can do the exploration activity in the main part of learning	Teacher do the exploration activity in the main part of learning which has an achievement actualization with the good qualification
4	Teacher does the confirmation activity in the main part of learning	There are 48 teachers or 73% who do the confirmation activity in the main part of learning	Teacher can do confirmation activity in the main part of the learning activity	Teacher do the confirmation activity in the main part of learning which has an achievement actualization with the good qualification

No	<i>Description</i>		<i>Judgement Matrix</i>	
	Intensity	Observation	Evaluation Criteria	Intensity
5	Teacher does the closing of the learning activity	There are 52 teachers or 79% who do the closing in the learning activity	Teacher can do the closing in the learning activity	Teacher do the closing of the learning activity which has an achievement actualization with the good qualification
6	Teacher formulates the instrument	There are 40 teachers or 60% who formulate the instrument	Teacher can formulate the instrument	Teacher formulates the instrument which has an achievement actualization with the sufficient qualification
7	Teacher does the assessing process	There are 40 teachers or 60% who do the assessment process	Teacher can do the assessment process	Teacher conducts the assessment process which has an achievement actualization with the sufficient qualification
8	Teacher does the follow up program	There are 41 teachers or 62% who conduct the follow up program	Teacher can do the follow up program	Teacher conducts the follow up program which has an achievement actualization with the sufficient qualification

Table 2 shows that the stage of transaction of Islamic Education teachers in conducting the learning process is in good category and also including the components of activities such as: opening lesson, conducting exploration at the core learning activities, conducting confirmation activities at the core of learning, closing learning activities. Although there are still some components assessed in the implementation of learning, it is in the sufficient category including the conducting of elaboration activities, the conducting of the assessment process and follow-up program.

Based on the result of the performance evaluation of Islamic education teachers in the implementation of learning, most of the teachers have conducted the learning well. It can be explained that of the four components observed related to the implementation of learning conducted by Islamic education teachers in Public Senior High School, the average is in good qualification. This shows that Islamic education teachers in conducting learning do some activities such as opening the lesson, elaborating the learning activity, exploring the learning activity, confirming the learning activity, closing the learning activity and conducting a learning assessment carefully. However, from the data above, the teacher in confirming learning activity is good but not maximal, it is caused by the planned time allocation, as well as in compiling instruments, because often the teacher in preparing questions is not based on the instrument outline which is appropriate with the competency standard and basic competency. Based on the results of the process (transaction) that has been described above, then it affects the student learning outcomes, which was obtained from 39 students taken from 20 students of Public Senior High School 1 and 19 students from Public Senior High School 3 reached 75. So the learning outcome achieved by the students were in the high category/well.

Based on this, it can be concluded that the Countenance-Stake model framework starts from the researcher collecting data about the data needed in the performance evaluation of Islamic education teachers, both related to the initial condition (antecedent), real condition (transaction) and result (outcome). After conducting a logical and empirical analysis and considering the connectivity aspect (contingence) between the initial condition (antecedent), real condition (transactions) and the result (outcome) of data which is then analysed the suitability between what is stated in the goal with what happens in the real term in the observation activity. This activity is the basis for stepping into the criterion level category. The result in evaluating the performance of Islamic education teachers in planning learning are in

good qualification according to the evaluation criteria with the details: 1) teacher in attaching the standard competency; 2) teacher in attaching the basic competency; 3) teacher in formulating the learning indicator; 4) teacher in developing the learning objective; 5) teacher in choosing the learning material which is appropriate with the subject material; 6) teacher in conducting the learning steps. The result of evaluating the performance of Islamic education teachers in the implementation of learning are well qualified according to the evaluation criteria. It can be seen from the components of learning implementation observed that there were: 1) teacher do the opening of the learning activity which; 2) teacher do the exploration activity in the main part of learning which; 3) teacher do the confirmation activity in the main part of learning which; 4) teacher do the closing of the learning activity which.

The performance evaluation of Islamic education teachers is classified as good from the dimension evaluated using the Countenance Stake model both in learning planning and learning implementation. In the Countenance-Stake model, besides working on the description matrix and consideration matrix, it also looks for contingency and congruence from the data that has been obtained. Contingency consists of logical contingency and empirical contingency. Logical contingency is the result of evaluators/researchers' consideration of the relevance/logical compatibility between antecedents, and transactions and results as the first consideration that researchers must take, which then provides empirical considerations based on data obtained in the field. Even though the teachers' performance has been classified as good, there is still a need for an increase in the implementation of learning, especially if the teacher prepares a learning design for enrichment and remedial, utilizes input from students and reflects it to improve the learning by providing additional material, or remedial learning. This is by Loeb, Miller, and Wyckoff (2015) is considered as an important thing because in making a learning decision can be more beneficial for students if the steps in the learning process are conducted effectively.

This finding still has some limitations, because it only evaluates a small part of teacher performance and it is only focused on Islamic education teachers in Public Senior High School, so that further research is needed to find determinants that can improve the performance of Islamic education teachers, so that the policies taken are targeted within improving teacher performance is even better, such as the need for incentive observation in the classroom by supervisors as a technique to assess teacher success in teaching in class to identify the strengths and problems faced by teachers. This is in line with the research of Cohen and Goldhaber (2016) that the need for research focuses more on observation as a measure of teacher performance. Class observations are universally used to assess teacher performance, especially in the consequential evaluation system.

There are the needs to be strict and binding policy formulation in improving teachers' performance. This is important to be noted because there are still many teachers whose performance is below the average, even many teachers only do their duties and responsibilities on a routine basis, without any effort to develop their creativity in a better direction. This finding is supported by Atteberry, Loeb, and Wyckoff (2015) which suggested that there should be an official policy that binds the measurement of teachers' performance. It is also worth to mention that most of the regions tend to have different systems to improve the performance of their teachers. Systems and rules are seen as an important fortress against politicization, ethnic favoritism and nepotism in employing and supporting teachers' professionalism (Duflo, Dupas, & Kremer, 2015). Besides that, it is also necessary to examine the differences in the giving of performance-based incentives to differentiate teacher performance when there are significant differences. Other efforts include the giving of bonuses or gifts to the outstanding teachers (Dee & Wyckoff, 2015).

Effective evaluation is about "people, not program." In contrary, the government policy model is based on the authority and the step that are promoted as the objective, such as the ranking of the observation and the value of students, determine the effectiveness of teachers' performance assessments (Derrington, 2016). Teachers' success can be maintained if they are satisfied with their work, because job satisfaction causes them to have superior performance levels and only teachers who perform well are able to provide quality education for their students (Tehseen & Hadi, 2015). Ali, Dahie, and Ali (2016) found that there are three dimensions of teacher job satisfaction such as gift, autonomy and social benefit found to be positively correlated with motivation, such as: working environment, cooperation and facilitation. Besides that, it was also found that school performance was related to other variables, which are also significant in influencing teachers' performance. (Burkhauser (2017)) found that the level of teachers' performance depends on the school environment and the headmaster who leads the school.

Noticing that the findings are supported by several related studies, it explicitly shows that teachers' performance needs to be continuously assessed. It means that professional development and career advancement as a teacher should also be improved. First, professional development aims: 1) to identify the strengths and needs of teacher competencies, 2) to plan sustainable professional development programs, 3) to ensure that teachers can conduct their duties and responsibilities as professional teachers. Second, career advancement aims: 1) as a basis for calculating teacher credit numbers every year, 2) helping teachers to identify their career improvement needs. Therefore, the assessment of teacher performance needs to be continuously improved and improved on the assessment system. The focus of assessment is the part to evaluate learning teacher success, this is in line with the study result of Tennessee Value-Added Assessment System (TVAAS) (Barber & Mourshed, 2007) which states that "Good Teachers can have a large impact on student outcomes" as presented in the figure 2:

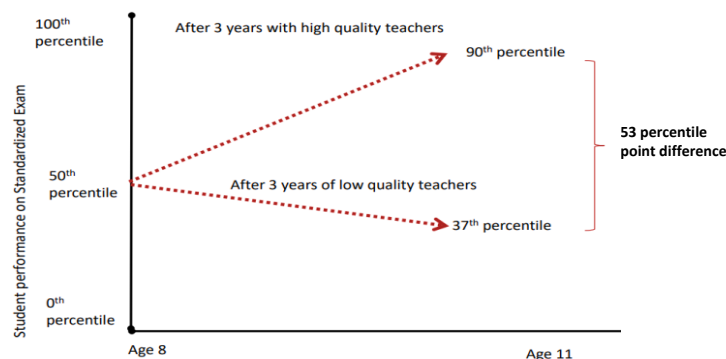


Figure 2. Good Teachers can have a large impact on student outcomes
(Source: Tennessee Value-Added Assessment System (TVAAS), Barber & Mourshed, 2007)

Various studies on teachers' performance appraisal both *de jure* and *de facto* and contribute to the increased professionalization of teaching from the teaching profession and as a basis for the teachers' professional accountability model. It aims to ensure that teachers can demonstrate the level of professional knowledge, professional practice in accordance with the standardized planning of learning, implementing learning, assessing and evaluating learning outcomes. If teachers' performance appraisal is well conducted, it has implications for the planning, implementation and assessment of learning by referring to the competency tools achieved and this is the main reason for the provision of teacher certification benefits in Indonesia. With the provision of certification allowances, a teacher who has been certified or has a professional educator certificate must be more motivated to have better performance.

Therefore, the findings become the input in formulating policies that make teachers have better performance and it is also need further research in the future. Recently, there are

some researches which evaluate the performance of teachers as an evaluation of fundamental reformation and has changed the distribution of teachers' performance level (Kraft & Gilmour, 2017). Almost all countries have designed and adopted the evaluation system of teachers' (Steinberg & Donaldson, 2016). Some practitioners of education keep their focus on the evaluation system in assessing teachers' performance (Mehta & Fine, 2015). The performance standard should be formulated as the guidance in the evaluation or the performance assessment, by comparing all aspects of performance, what things that are expected and what things that are achieved. The gap in that condition demands a systematic study about the performance of teachers who have certain specifications. The performance of a teacher can be seen and measured based on the specification/criterion of competency which should be had by every teacher.

CONCLUSION

The finding of this research shows that although the performance of Islamic education teachers in Gorontalo Province is good, the improvement on their performance should be done. The teacher learning planning should be improved in selecting methods/strategies of learning, selecting media and learning source and also composing the assessment component in evaluating the learning. In the component of selecting method/strategy of learning from 66 teachers, there were still 31% of them who were not able to choose appropriate method/learning strategies. In the component of selecting media and learning source, there were still 33% of teachers who did not use media and supporting learning source. Then, in the component of learning evaluation, there were also still 33% of teachers who did not complete the lesson plan with the appropriate assessment related to learning materials, and accompanied by assessment rubric.

Meanwhile, in the implementation of learning, teachers should improve their ability in conducting elaboration activity, assessment process. There were still 35% of teachers who were unable to properly conduct elaboration activity, and there were still 40% of teachers who were unable to properly do assessments and also did not conduct further programs in learning. Therefore, it is suggested that criteria of Islamic education teachers should be improved and also the revision of administrative assessment procedure through training and workshop are needed. Therefore, Ministry of Religion should have its own standard in assessing the performance of Islamic education teachers in addition to the standard set by the valid guidance proposed by Ministry of National Education. The evaluation of the performance of Islamic education teachers should be supported by all education stakeholders to be more actively involved in supervising the teachers' performance supported by the valid instrument in periodically assessing teachers' performance. On the other hand, Islamic education teachers should maximize their performance through the giving of profession and certification allowances

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